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ABSTRACT

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test human relations competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate the competency of any instructional method in the area of human relations in business. The competency test package includes a list of performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also in the package. (KC)

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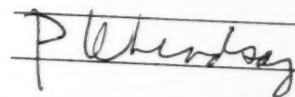
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HUMAN RELATIONS IN BUSINESS

Competency Test Package

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS TO SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two resources are published by the Occupational Curriculum Laboratory: The Vocational Assessment of Students with Special Needs and Special Needs Adaptations for Office Education Teachers. The latter book describes, in depth, students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

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INSTRUCTOR'S GUIDE GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

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The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN - performance objectives	PERFORMANCE OBJECTIVES
GREEN - pool of objective questions	OBJECTIVE QUESTIONS
YELLOW - sample objective test	OBJECTIVE TEST
BLUE - performance test situations	PERFORMANCE TEST
PINK - answer keys	ANSWER KEY

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INSTRUCTOR'S GUIDE SPECIFIC INSTRUCTION

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in language arts at the secondary and/or postsecondary level.

Needed Equipment and Supplies

No special equipment or supplies are needed.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.
5. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.
6. Monitor students during the administration of the test to provide control for valid results.

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PERFORMANCE OBJECTIVES

1. The student will be able to describe the five factors that affect self-image.
2. The student will be able to name and describe how the three types of communication affect human relations.
3. The student will be able to describe the ten principles of human relations.
4. The student will be able to analyze and suggest solutions to human relations problems.

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Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point objective test (approximate time: 45 minutes)
Completed with at least 70 percent accuracy. _____
2. Performance Test I (approximate time: 45 minutes)
Completed with at least 70 percent accuracy. _____
 - A. Student has listed appropriate human relations abilities
for the three situations. _____
 - B. The student justified each ability listed. _____
3. Performance Test II (approximate time: 2 hours)
Completed with at least 70 percent accuracy. _____
 - A. Student has listed and justified choice of four human relation
skills that were ignored by the supervisor, Dale, on her job. _____
 - B. Student has listed and justified choice of three human
human skills that were ignored by Lee. _____
 - C. The student has listed and justified choice of two human
relations skills that should be used by the supervisor when
dealing with Lee. _____
 - D. Student has listed and justified choice of two human relations
skills that were not used by Kim. _____
 - E. The student has listed and justified choice of four human
relations skills that should be used by the supervisor when
dealing with Kim. _____
 - F. Student has prepared a one- to two-page report for Mrs. Gomez
which includes several of the human relations skills cited in
earlier exercises. _____

OBJECTIVE TEST FOR:
HUMAN RELATIONS IN BUSINESS

NAME: _____

DATE: _____

Circle T for TRUE and F for FALSE for the following statements.

- T F 1. Most employers do not like people who have initiative because they tend to "take over" and try to run everything.
- T F 2. When communication is oral, the speaker is judged by both the words and the tone of voice used.
- T F 3. A good self-image is not important to good human relations.
- T F 4. Ability is not a factor that influences your self-image.
- T F 5. Human relations is vital in today's competitive business community.
- T F 6. A prospective employee who scores 100 percent on an honesty test given by the employer will usually be hired.
- T F 7. Business is often stagnant; therefore, being willing to accept change is not an important issue.
- T F 8. If you are assuming a new position at a company, dress conservatively until you know exactly what the dress code is.
- T F 9. Your facial expression and the gestures you use are examples of nonverbal communication.
- T F 10. Eighty percent of the people who lose their jobs do so because of their inability to get along with others.
- T F 11. Being flexible has little to do with human relations.
- T F 12. Communication occurs constantly even when you are not consciously aware that it is taking place.
- T F 13. Your needs or interests have little to do with success on a job.
- T F 14. Reading pertinent books, asking the right questions, and enrolling in appropriate courses can all contribute to increased job skills and a better self-image.
- T F 15. Your attitude, more than any other single factor, will influence your success with tasks as well as with people.

Circle the answer(s) that best fit the statements.

16. Communication occurs

- A. constantly
- B. only when you are consciously trying to communicate something
- C. in only verbal and written forms

17. Your facial expression and the look in your eyes are examples of
- A. written communication
 - B. oral communication
 - C. non-verbal communication
18. Knowing how to properly introduce one person to another, how to make people feel at ease in foreign surroundings, and how to converse on a variety of topics are examples of
- A. communication skills
 - B. social skills
 - C. flexibility
 - D. cooperation
19. A factor contributing to your self-image is
- A. ability
 - B. loyalty
 - C. initiative
20. In addition to the ten principles of human relations, two other contributors to good human relations are
- A. loyalty
 - B. self-image
 - C. communication
 - D. cooperation
21. Constructive criticism includes
- A. suggestions for improvement
 - B. verbally belittling the employee
 - C. laughing at the poor job done by an employee
22. Two principles of human relations are
- A. being conscientious
 - B. being kind
 - C. respecting individuality
 - D. being punctual

Fill in the blanks with the appropriate words or phrases.

23. Communication can be _____, _____, or _____.
24. _____ communication has an advantage over written communication because it allows an immediate exchange of ideas and attitudes.
25. A good _____ is affected by one's personal hygiene and attire.
26. A good _____ is important to good human relations because the way you regard others is often a reflection of the way you see yourself.
27. Many employers are giving a _____ before making a decision on who to hire.
28. The employee who has _____ tries to solve problems before they arise.
29. _____ indicates a willingness to work with others to meet a common goal.
30. Business is always changing; therefore, you need to be _____ and accept change as it occurs.

List the ten principles of human relations.

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

Match the specific items in Column 1 with the five factors of self-image in Column 2. Write the letter from Column 2 in the appropriate blank in Column 1.

COLUMN 1

COLUMN 2

- | | |
|---|------------------|
| 41. ____ personal hygiene | A. Appearance |
| 42. ____ capability to do the job assigned | B. Social skills |
| 43. ____ an easy, self-possessed assurance of manner | C. Personality |
| 44. ____ knowing how to properly introduce one person to another | D. Ability |
| 45. ____ reflected in the way you dress, in your reactions to people, in the career area you choose, and in what you say and do | E. Poise |
| 46. ____ dressing appropriately for the job | |
| 47. ____ eliminating the negativism from your life | |
| 48. ____ knowing how to make people feel at ease | |
| 49. ____ remaining calm when several things go wrong at the same time | |
| 50. ____ upgrading job skills | |

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Performance Objective 1 The student will be able to describe the five factors that affect self-image.

Circle T for TRUE and F for FALSE for the following statements.

- T F 1. Human relations is vital in today's competitive business community.
- T F 2. A good self-image is not important to good human relations.
- T F 3. There are four factors that affect your self-image.
- T F 4. An employee who lacks human relations skills can cause the morale and productivity of other workers to decrease drastically.
- T F 5. Your social skills and appearance are two factors that can affect your self-image.
- T F 6. A good appearance begins with personal hygiene.
- T F 7. The length or style of your hair would not pose a safety hazard on any kind of job.
- T F 8. If you are assuming a new position at a company, dress conservatively until you know exactly what the dress code is.
- T F 9. No one is born with inbred social skills.
- T F 10. Ability is not a factor that influences your self-image.
- T F 11. Upgrading your job skills can enhance your self-image.
- T F 12. Reading pertinent books, asking the right questions, and enrolling in appropriate courses can all contribute to increased job skills and a better self-image.
- T F 13. Personality is a factor that affects self-image.
- T F 14. Your needs or interests have little to do with success on a job.
- T F 15. Poise is not a factor that affects your self-image.

Circle the answer(s) that best fit the statements.

16. Two factors that affect your self-image are

- A. ability
- B. your written communication skills
- C. being cooperative
- D. appearance

17. Knowing how to properly introduce one person to another, how to make people feel at ease in foreign surroundings, and how to carry on a conversation on a variety of topics are examples of
- A. communication skills
 - B. social skills
 - C. flexibility
 - D. cooperation
18. The ability to do the job assigned is a factor that influences human relations in the area of:
- A. ten principles of human relations
 - B. self-image
 - C. communication skills
19. If you are dissatisfied with your appearance, your personality, your social skills, your abilities, or your confidence and poise, you are dissatisfied with aspects of your
- A. human relations skills
 - B. personal hygiene
 - C. self-image
20. A factor contributing to your self-image is
- A. ability
 - B. loyalty
 - C. initiative
21. An example of a person's having poise could be
- A. appearing as comfortable in a group of strangers as he/she does among friends
 - B. upgrading his/her job skills so he/she can do the job better
 - C. getting flustered when several things go wrong at once

Fill in the blanks with the appropriate words or phrases.

22. A good _____ is important to good human relations because the way you regard others is often a reflection of the way you see yourself.
23. "Gracious tact in coping and handling" defines _____ which affects self-image.
24. Factors that affect your self-image are _____, _____, _____, _____, and _____.
25. A good _____ is affected by personal hygiene and attire.
26. Being polite to sales clerks in stores, to waiters and waitresses in restaurants, as well as to the company's most important client are examples of good _____.

List the five factors that affect your self-image.

27. _____
28. _____
29. _____
30. _____
31. _____

Match the specific items in Column 1 with the five factors of self-image in Column 2. Write the letter from Column 2 in the appropriate blanks in Column 1.

- | COLUMN 1 | COLUMN 2 |
|--|------------------|
| 32. _____ personal hygiene | A. Appearance |
| 33. _____ capability to do the job assigned | B. Social skills |
| 34. _____ an easy, self possessed assurance of manner | C. Personality |
| 35. _____ knowing how to properly introduce one person to another | D. Ability |
| 36. _____ reflected in the way you dress, in your reactions to people, in the career area you choose, and in what you say and do | E. Poise |
| 37. _____ dressing appropriately for the job | |
| 38. _____ eliminating the negativism from your life | |
| 39. _____ knowing how to make people feel at ease | |
| 40. _____ remaining calm when several things go wrong at the same time | |
| 41. _____ upgrading job skills | |

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Performance Objective 2 The student will be able to name and describe how the three types of communication affect human relations.

Circle T for TRUE and F for FALSE for the following statements.

- T F 1. There are only two types of communication: written and oral.
- T F 2. Communication and all of its aspects are the only factors that influence human relations.
- T F 3. When communication is written, the "you" attitude becomes an important part of the message.
- T F 4. Oral communication has an advantage over written communication and has no disadvantages.
- T F 5. When communication is oral, the speaker is judged by both the words and the tone of the voice used.
- T F 6. Your facial expression and the gestures you use are examples of nonverbal communication.
- T F 7. The best indicator of feelings and attitudes is written communication.
- T F 8. Eighty percent of the people who lose their jobs do so because of their inability to get along with others.
- T F 9. To promote good human relations, you must be willing and able to communicate your feelings to the people around you.
- T F 10. The disadvantage of oral communication is that it is too time consuming as compared to written communication.
- T F 11. Communication occurs constantly--even when you are not consciously aware that it is taking place.
- T F 12. Communication can be written, oral, or non-verbal.
- T F 13. Written communication has an advantage over oral communication.
- T F 14. In oral communication the poorly chosen word or phrase can leave a lasting impression that often no amount of apologizing or rewording can erase.
- T F 15. The way you stand and sit is an example of oral communication.

Circle the answer(s) that best fit the statements.

16. Written communication gives the reader an opportunity to
- A. Judge the speaker by both words and tone of voice
 - B. See the facial expressions of the speaker
 - C. Examine the message for motives, feelings, and attitudes
17. Your facial expression and the look in your eyes are examples of
- A. Written communication
 - B. Oral communication
 - C. Non-verbal communication
18. The "you" attitude becomes an important part of the message in
- A. Written communication
 - B. Oral communication
 - C. Non-verbal communication
19. The chance for damaging human relations is greater during
- A. Written communication
 - B. Oral communication
 - C. Non-verbal communication
20. Communication occurs
- A. Constantly
 - B. Only when you are consciously trying to communicate something
 - C. Only in verbal and written forms

Fill in the blanks with the appropriate words or phrases.

21. Communication can be _____, _____, or _____.
22. The best indicator of feelings and attitudes is the _____ communication that takes place.
23. _____ communication has an advantage over written communication because it allows an immediate exchange of ideas and attitudes.
24. Self-image and communication skills are factors that influence _____.
25. Written communication allows the reader an opportunity to examine the message and look for clues to the writer's _____, feelings, and attitudes.

List the three types of communication

26. _____
27. _____
28. _____

List and briefly explain how each of the three types of communication affects human relations.

29. _____

30. _____

31. _____

HUMAN RELATIONS IN BUSINESS

Performance Objective 3 The student will be able to describe the ten principles of human relations.

Circle T for TRUE and F for FALSE for the following statements.

- T F 1. Maintaining a positive attitude is a basic principle of human relations.
- T F 2. Most employers do not like people who have initiative because they tend to "take over" and try to run everything.
- T F 3. An employee should not be expected to accept criticism of any kind.
- T F 4. Respecting individuality is one of the principles of human relations.
- T F 5. Maintaining a sense of humor has little to do with human relations.
- T F 6. Constructive criticism goes beyond being told you have done a poor job--it includes suggestions for improvement.
- T F 7. Business is often stagnant; therefore, being willing to accept change is not an important issue.
- T F 8. Most of us can succeed alone on a job; therefore, cooperation is not important.
- T F 9. Cooperation indicates teamwork and a willingness to work with others to meet a common goal.
- T F 10. Your attitude, more than any other single factor, will influence your success with tasks as well as with people.
- T F 11. A prospective employee who scores 100 percent on an honesty test given by the employer will usually be hired.
- T F 12. The employee who has initiative tries to solve problems before they arise.
- T F 13. As a conscientious employee, you should do the job assigned to the best of your ability.
- T F 14. Employees whose efforts are not recognized and appreciated are more productive than are those whose efforts are recognized.
- T F 15. Human relations is a very basic part of both your personal and professional life.
- T F 16. Behaving honestly and ethically is not among the principles of human relations.
- T F 17. Loyalty is demonstrated by the person who is faithful to an employer, to a friend, to an ideal.
- T F 18. Honesty and ethical behavior go hand in hand.

T F 19. If a superior offers constructive criticism, you should take that person's advice and try the suggestion offered.

T F 20. Being flexible has little to do with human relations.

Circle the answer(s) that best fit the statements.

21. In addition to the ten principles of human relations, two other contributors to good human relations are

- A. Loyalty
- B. Self-image
- C. Communication
- D. Cooperation

22. The employee who stands behind the decisions made by the company and defends the employer or its employees against unwarranted criticism is demonstrating which one of the principles of human relations?

- A. Flexibility
- B. Loyalty
- C. Maintaining a positive attitude
- D. Demonstrating initiative

23. Which of the following principles of human relations provides a means of relaxing and "letting off steam" in tense situations?

- A. Being flexible
- B. Being cooperative
- C. Maintaining a sense of humor
- D. Maintaining a positive attitude

24. Constructive criticism includes:

- A. Suggestions for improvement
- B. Verbally belittling the employee
- C. Laughing at the job poorly done by an employee

25. Two principles of human relations are

- A. Being conscientious
- B. Being kind
- C. Respecting individuality
- D. Being punctual

Fill in the blanks with the appropriate words or phrases.

26. Understanding and using the ten principles of _____ will help you deal more effectively with co-workers.

27. If you begin each day with a _____ attitude, you will be able to view even the most difficult job or situation in a confident way.

28. Many employers are giving a (an) _____ before making a decision on who to hire.
29. _____ is a human relations principle that involves never discussing the business of the firm outside the office and never criticizing the employer.
30. An employee who "job hops" may not be considered to be a _____ employee.
31. The employee who has _____ tries to solve problems before they arise.
32. A _____ person does everything possible to ensure the success of a job, a plan, a company.
33. An employee needs to be able to look at potentially tense situation and see the _____ in it as a means of relaxing and "letting off steam."
34. _____ indicates a willingness to work with others to meet a common goal.
35. Business is always changing; therefore, a worker needs to be _____ and accept change as it occurs.

List the ten principles of human relations.

36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____

Match the items in Column 1 with the principles of human relations in Column 2.
Write the letter from Column 2 in the appropriate blank in Column 1.

COLUMN 1

COLUMN 2

- | | |
|---|----------------------------------|
| 46. _____ demonstrated by a person who is faithful to employer, friend, or ideal | A. Maintain a positive attitude |
| 47. _____ ready and willing to accept change | B. Behave honestly and ethically |
| 48. _____ looks at the bright side of situations--thinks of ways to solve a problem rather than dwelling on the problem itself | C. Be loyal |
| 49. _____ works with others in a team effort | D. Demonstrate initiative |
| 50. _____ does everything possible to ensure the success of a job, a plan, a company | E. Accept constructive criticism |
| 51. _____ provides a means of relaxing and "letting off steam" in tense situations | F. Be conscientious |
| 52. _____ are valued qualities in an employee; never does anything that could reflect poorly on the company or its works and always maintains pride in doing things correctly | G. Be flexible |
| 53. _____ has special needs and special talents that need to be recognized and valued | H. Maintain a sense of humor |
| 54. _____ goes beyond being told you have done a poor job--it includes suggestions for improvement | I. Respect individuality |
| 55. _____ doesn't wait to be told to do a job that obviously has to be done | J. Be cooperative |

HUMAN RELATIONS IN BUSINESS

Performance Objective 4 The student will be able to analyze and suggest solutions to human relations problems.

Performance Objective 4 calls for action from the student. Therefore, no objective questions are provided, but this objective will be tested through a performance test activity.

HUMAN RELATIONS IN BUSINESS

PERFORMANCE TEST I

Carefully read each of the situations below. For each situation, prepare a list of at least three human relations skills that should be employed to solve the problem. Explain why you selected each quality you listed.

Situations:

1. One of your co-workers tends to "take over" and tries to run things. She orders you around and gives you work assignments. You feel she doesn't have the authority to do this. If anything, you should be the one to assign the work as you have the most seniority. Although she is well organized and works hard, you resent her attempts to "boss" you. You are having trouble working with her without becoming angry.
2. You are responsible for the orientation program for new employees at your company. During this orientation session, you try to make new employees feel welcome and inform them of the company's policies, procedures, and benefits.
3. You are the supervisor of the bookkeeping department of a medium-sized company. One of your employees is stealing supplies such as tape, paper clips, note pads, and pens from the office and taking them home.

HUMAN RELATIONS IN BUSINESS

PERFORMANCE TEST II

Read the enclosed case study. You have been hired as a human relations consultant by Mrs. Gomez to determine, analyze, and provide training concerning human relations problems within her department. After carefully reading the case study, answer the following four questions.

1. List four human relations skills that Dale has ignored up to now but needs to use on her job. Cite examples to support your answer and explain why you selected each quality you listed.
2.
 - a. List two human relations abilities that Kim is not using with her co-workers. Explain why you selected each quality you listed.
 - b. List four human relations skills that Dale should be using to solve the problems with Kim. Explain why you selected each quality you listed.
3.
 - a. List three human relations abilities that Lee has ignored in his dealings with the other typists. Explain why you selected each quality you listed.
 - b. List two human relations skills that Dale should be using to solve the problems with Lee. Explain why you selected each quality you listed.
4. Prepare a one- to two-page report for Mrs. Gomez outlining the area where training is needed and suggestions for improvement.

PERFORMANCE TEST II

CASE STUDY

Mrs. Gomez's department is having production problems. The volume of work completed satisfactorily has decreased significantly. After analyzing the problem and instituting several procedural changes, Mrs. Gomez is convinced that a major problem in the department is in the area of human relations. She has hired you as a human relations consultant. Mrs. Gomez stated that she wants you to observe and analyze the situation and then to outline appropriate training in the needed human relations area.

As you observe her staff, you realize that one section in particular, the word processing pool, has several problems. The supervisor, Dale, has recently been promoted to this position from within the clerical staff. She is having difficulty with some of the employees under her supervision. The amount of work being completed on time has declined, and Dale is feeling pressure to increase efficiency and productivity. She has become tense and curt recently due to this pressure. The clerical staff has become hesitant and cautious toward her. Dale used to be very friendly and helpful but has changed since she was promoted. Dale knows that there is a morale and productivity problem but is unsure how to turn her unit around to be motivated and productive. She is frustrated and beginning to feel overwhelmed.

A problem that Dale recognizes is the difficulty she is having with Kim. Kim is also new on the job and was hired as a typist in the word processing pool. Kim is viewed as a loner and has not made many friends among the staff. When Kim was hired, she was dressed in a suitable manner for the office. Lately, however, Kim has been wearing T-shirts and faded jeans to the office. Mrs. Gomez has mentioned to Dale that she finds Kim's dress to be inappropriate for the office. The procedure used in the office is for work to be submitted to Dale, and she assigns it to a typist. Kim is not following this procedure but goes to two of the production staff and gets work directly from them. She does her work efficiently and it is completed on time, but she refuses to do any work other than the work from the two people on the production staff. Kim has stated that she is "assigned" to them. This is the procedure used on her previous job, and she feels that it worked very well. Another problem is that Kim will not help out when a large rush job comes in. She claims she is too busy, but the other typists can see that she is just doing routine work. Dale is struggling with the unrest and low morale this is causing with the rest of the staff.

Another problem you detect is with Lee, who is also under Dale's supervision. Lee is very friendly and frequently "visits" on the job. He is so friendly, in fact, that much of Lee's work is late or finished in a sloppy and hurried manner. When Lee has to meet a deadline he is usually so far behind in his work that he solicits help from the other typists to help him complete his work assignment. His co-workers are beginning to complain because they feel they are doing a large portion of his work in addition to their own. Lee never has the time to help them out because he is always behind in his work. One of Lee's co-workers has tried to discuss this problem with him, but Lee became angry and defensive. Dale has postponed talking with Lee about this issue because she is unsure and uneasy about how to handle Lee's anger.

HUMAN RELATIONS IN BUSINESS

ANSWER KEYS

50-Point Objective Test

Answer key for Objective test: Human Relations in Business

- | | | |
|-------------------------------|-------|------------------|
| 1. F | 6. F | 11. F |
| 2. T | 7. F | 12. T |
| 3. F | 8. T | 13. F |
| 4. F | 9. T | 14. T |
| 5. T | 10. T | 15. T |
| 16. A | | 24. oral |
| 17. C | | 25. appearance |
| 18. B | | 26. self-image |
| 19. A | | 27. honesty test |
| 20. B and C | | 28. initiative |
| 21. A | | 29. cooperation |
| 22. A and C | | 30. flexible |
| 23. written, oral, non-verbal | | |

31-40: (may be in any order)

- | | |
|-------------------------------|-------|
| Maintain a positive attitude | 41. A |
| Behave honestly and ethically | 42. D |
| Be loyal | 43. E |
| Demonstrate initiative | 44. B |
| Accept constructive criticism | 45. C |
| Be conscientious | 46. A |
| Be flexible | 47. C |
| Maintain a sense of humor | 48. B |
| Respect individuality | 49. E |
| Be cooperative | 50. D |

Performance Objective 1

- | | |
|-------------|-------|
| 1. T | 9. T |
| 2. F | 10. F |
| 3. F | 11. T |
| 4. T | 12. T |
| 5. T | 13. T |
| 6. T | 14. T |
| 7. F | 15. F |
| 8. T | |
| 16. A and D | |
| 17. B | |
| 18. B | |
| 19. C | |
| 20. A | |
| 21. A | |

- 22. self-image
- 23. poise
- 24. appearance, social skills, personality, ability, and poise
- 25. appearance
- 26. social skills
- 27. appearance
- 28. social skills
- 29. personality
- 30. ability
- 31. poise
- 32. A
- 33. D
- 34. E
- 35. B
- 36. C
- 37. A
- 38. C
- 39. B
- 40. E
- 41. D

Performance Objective 2

- | | | |
|------|-------|-------|
| 1. F | 9. T | 16. C |
| 2. F | 10. F | 17. C |
| 3. T | 11. T | 18. A |
| 4. F | 12. T | 19. B |
| 5. T | 13. F | 20. A |
| 6. T | 14. T | |
| 7. F | 15. F | |
| 8. T | | |
-
- 21. written, oral, non-verbal
 - 22. non-verbal
 - 23. oral
 - 24. human relations
 - 25. motives
 - 26. written
 - 27. oral
 - 28. non-verbal
 - 29. written allows the reader to examine the message and look for clues to the writer's motives, feelings, and attitude
 - 30. oral allows immediate exchange of ideas and provides opportunity to further human relations. The speaker is judged by both the words and the tone of voice used. The disadvantage is that there is greater chance for damaging human relations.
 - 31. non-verbal This is the best indicator of one's feelings and attitudes. Some examples of non-verbals are: facial expressions, eye contact, tilt of your head, frown, smile, the look in your eyes.

Performance Objective 3

- | | |
|-------|-------|
| 1. T | 11. F |
| 2. F | 12. T |
| 3. F | 13. T |
| 4. T | 14. F |
| 5. F | 15. T |
| 6. T | 16. F |
| 7. F | 17. T |
| 8. F | 18. T |
| 9. T | 19. T |
| 10. T | 20. F |

21. B and C
22. B
23. C
24. A
25. A and C

26. human relations
27. positive
28. honesty test
29. behave honestly and ethically
30. loyal
31. initiative
32. conscientious
33. humor
34. cooperation
35. flexible

36-45: (may be in any order)

- | | |
|-----------------------------------|-------------------------------|
| 36. maintain a positive attitude | 41. be conscientious |
| 37. behave honestly and ethically | 42. be flexible |
| 38. be loyal | 43. maintain a sense of humor |
| 39. initiative | 44. respect individuality |
| 40. accept constructive criticism | 45. be cooperative |
-
- | | |
|-------|-------|
| 46. C | 51. H |
| 47. G | 52. B |
| 48. A | 53. I |
| 49. J | 54. E |
| 50. F | 55. D |

Performance Objective 4

No objective questions for Performance Objective 4.

PERFORMANCE TEST I

ANSWER KEY

1. At least three of the following human relations abilities should be listed; other listed abilities and all justifications may differ.
 - A. Communication - the person needs to be able to discuss this problem with the co-worker in such a way that the co-worker does not become defensive or hostile.
 - B. Self-image - the person needs poise to handle this difficult problem. The person needs to remain calm and pleasant when discussing this trying situation with the co-worker to help avoid an angry confrontation.
 - C. Positive attitude - the person needs to recognize the positive aspects such as the co-worker's hard work and organization. The person also needs to be aware that it is possible to solve this work-related problem and that the two of them can make a satisfactory adjustment.
 - D. Sense of humor - the person needs to learn to laugh at certain situations in order to relax and release some tension.
 - E. Cooperation - the person needs to recognize the importance of working together to reach a common goal.
2. At least three of the following human relations abilities should be listed; other listed abilities and all justifications may differ.
 - A. Self-image - the person needs to use social skills to help make new employees feel comfortable and welcome.
 - B. Communication - the person needs to be able to explain the company's policies, procedures, and benefits.
 - C. Flexibility - the person needs to be able to change with the needs of the company. For example: be able to incorporate new company policies into the orientation sessions.
 - D. Positive attitude - the person needs to have a positive attitude about the company, about working there, and about the new employees' future in the company.
 - E. Loyalty - the person needs to be willing and able to stand behind the company's policies, procedures, product, and benefits.
 - F. Conscientiousness - the person needs to be sure that each new employee understands the company's policies and benefits.
3. At least three of the following human relations abilities should be listed; other listed abilities and all justifications may vary.
 - A. Communication - the supervisor must be able to communicate the seriousness of the employee's actions.

- B. Self-image - the supervisor must have the poise to handle a difficult situation.
- C. Honesty and ethics - the supervisor must not condone the dishonesty.
- D. Loyalty - the interests of the company must be important to the supervisor.
- E. Conscientiousness - the supervisor must not postpone or ignore the problem.

PERFORMANCE TEST II

ANSWER KEY

1. At least four of the following human relations skills should be listed; other listed skills and all justifications may differ.
 - A. Self-image - Poise - Dale needs to develop poise to handle complicated human relations situations. Dale needs poise and confidence to remain calm and pleasant when discussing these issues with Kim and Lee. Example: Dale feels uneasy about confronting Kim and Lee with legitimate complaints about their work.
 - B. Self-image - Ability - Dale needs training to develop new skills for this position such as learning supervision skills. Example: Dale is unsure what skills to use to help her section become more productive; Dale is unsure what skills to use to handle the personnel problems within her unit.
 - C. Self-image - Personality - Dale seems to be having difficulty handling pressure and stress. Example: Dale's swing from friendly to tense and curt.
 - D. Communication - Dale needs to communicate with her staff about their job duties, their job performance, her expectations, and the consequences of not performing well on the job. Example: Dale's not discussing the situation with Lee, Dale's not being sure that Kim really understood the procedures usually used.
 - E. A positive attitude - Dale must believe that these problems can be solved and that she can gain the necessary skills to handle these types of situations. Example: Dale's feelings of frustration and of being overwhelmed.
 - F. Conscientiousness - Dale should not postpone or ignore these problems. Solving these types of problems is part of her position as a supervisor. Example: postponing talking to Lee.
 - G. Flexibility - Dale needs to recognize that there is more than one way to do a job. Example: Kim's using different procedures.
2. At least two of the following human relations abilities should be listed; other listed skills and all justifications may vary.
 - A.
 - 1) Social skills - Kim needs to use social skills to develop friendships at work.
 - 2) Cooperation - Kim needs to recognize the importance of working with the others to achieve a common goal.
 - 3) Flexibility - Kim must become more flexible and accept different procedures more readily.
 - 4) Self-image - appearance - Kim is not dressing appropriately for the office.

B. At least four of the following human relations skills should be listed; other listed skills and all justifications may differ.

- 1) Positive attitude - Dale must be able to recognize the positive side of Kim's work habits (efficient; work completed on time)
- 2) Flexibility - Dale must be able to see that there is more than one way to do a job and look objectively at the procedures Kim is using.
- 3) Communication - Dale needs to discuss the proper procedures with Kim and make sure she understands them.
- 4) Respect for individuality - Dale must recognize that not all people work the same way.
- 5) Cooperation - Dale needs to impress on Kim the importance of working with others to achieve a common goal.
- 6) Self-image - Dale must have poise in dealing with the trying confrontation with Kim.

3. A. At least three of the following human relations abilities should be listed; other listed skills and all justifications may differ.

- 1) Conscientiousness - Lee does not do the work assigned him within the time limits allowed.
- 2) Cooperation - Lee expects others to help him, but he does not offer them help in return.
- 3) Communication - Lee was lacking in communication skills when his co-worker tried to discuss the issue with him.
- 4) Acceptance of constructive criticism - Lee became angry when his co-worker tried to talk with him about this problem.
- 5) Self-image - Lee's work is sloppy and often completed late (ability).

B. At least two of the following human relations abilities should be listed; other listed skills and all justifications may differ.

- 1) Self-image - Dale must use poise in order to confront Lee and discuss this difficult situation with him. Dale needs to remain calm even in the event of Lee's becoming angry.
- 2) Communication - Dale must talk to Lee and discuss the problem with him and what changes he expects Lee to make.
- 3) Conscientiousness - Dale must not postpone or ignore the problem any longer.
- 4) Initiative - Dale should confront these problems early, before they affect morale and productivity.

4. The answers will vary but should include recommendations for training in several of the following areas:

Communication
Maintaining a positive attitude
Being conscientious
Being flexible
Cooperation
Accepting constructive criticism

Respecting individuality
Demonstrating initiative
Self-image area: poise
ability
personality
social skills

Student answers will vary greatly. Following is an example of a possible response.

I would recommend training in the following human relations skills: communication, self-image (poise, ability, personality, social skills), cooperation and being conscientious on the job. A training session should be conducted on how self-image affects one's job performance. I would recommend this training session for all levels of personnel. In the training session some examples of the techniques that would be utilized are: written and oral exercises, slide presentation, discussion, role playing related situations, and small group exercises.

Another training session should be developed and conducted in helping staff to achieve better communication skills. This training session would also introduce topics such as presenting criticism in a constructive manner, being conscientious on the job, and cooperation. These topics could be incorporated in various exercises on communication skills.

I would also recommend that additional ability training be provided for Dale in supervisory skills and for Lee in clerical skills.

ANSWERS KEYS

END

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